

The Pros and Cons of Teaching English Language Speaking Skills Online From the Points of View of EFL Teachers at King Khalid University's (KKU's) Tehama Campus

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Abstract—English language skills are generally divided into two groups: receptive skills (listening and reading) and productive skills (speaking and writing) with productive skills being the more problematic area for both teaching and learning. Therefore, along with a competent teacher, students need intensive practice to excel in productive skills. With the COVID-19 pandemic in 2020 affecting all sectors of the educational field, the world was forced to shift from face-to-face classroom learning to online learning. As a result, instructors and students struggled to achieve their goals as many problems evolved, particularly in teaching productive English language skills. This study explores the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's Tehama Campus. To get the results of this study, researchers used the systematic descriptive analytical approach using a questionnaire to collect the data. Results were analyzed using the Statistical Package for Social Sciences (SPSS). Findings revealed many pros of teaching English speaking skills online such as developing students' motivation, confidence, competence, and pronunciation, enriching their vocabulary, saving their energy spent in commuting, and overcoming speaking problems. These pros were compared to the fewer cons which included a lack of facial expressions and body language.

Index Terms—pros & cons, productive, online, receptive

I. INTRODUCTION

The four skills of English - reading writing, listening, and speaking - are essential for language acquisition. Listening and reading, also known as “receptive skills”, are always seemingly easier for students to learn and for teachers to teach. On the other hand, students always seem to find speaking and writing, or “productive skills”, a challenge for them to learn and for teachers to maintain. This difficulty seems to be the norm in a regular traditional ESL classroom. However, with the COVID-19 pandemic forcing students and teachers online for two years starting in 2020, teaching and learning the productive skills of English came with even more challenges which raised the problem of this study. Results may help educators find solutions and strategies to support the pros of teaching English language speaking skills online and overcoming its cons.

II. OBJECTIVES OF THE STUDY

This study aims to discover the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus.

III. LITERATURE REVIEW

Ramadhani et al. (2021) revealed that an online learning environment could not replace the role of lecturers and teachers who can provide fundamental mathematical understanding despite the luxury of using computers and the internet. On the other hand, Gupta and Chopra (2022) mentioned many factors that affect students in online learning such as saving the energy that they spend when traveling to and from the classroom. However, poor or no Internet connection, student isolation from teachers, and no physical classroom are regarded as challenges for the students.

Indarto et al. (2022) stated that, despite having good human resources, many factors hinder online learning in Indonesia such as poor or no Internet connection, poor teacher implementation of online learning, and a lack of understanding by some lecturers of the essence of online learning. As a result, communication is not fully achieved.

Negoescu et al. (2021) explained how speaking needs special attention for students to learn how to use the language accurately and fluently in an appropriate social context. Indeed, speaking is one of the most difficult skills, but essential for communication which makes it a challenge for both online and face-to-face teaching. Negoescu et al. (2021) also shed light on the challenges of the online learning environment that they have encountered while teaching English speaking skills, these challenges include indirect contact with the students and no face-to-face connection so the teacher cannot notice the body language of their students. This is especially true when the students do not use the camera – an ever-present problem due to various reasons such as a student's shyness, being with their family in the same room, or a fear of making mistakes in grammar or vocabulary and being criticized for it. Nevertheless, with a good level of preparation and support, teachers noticed that students appreciated the opportunity to practice their speaking skills online, as they were able to communicate with colleagues from another academy from abroad and regarded it as a new, enriching experience.

Maria (2021) pointed out that teachers who used virtual meeting platforms designed materials that impact young learners to improve their communication skills in English by stimulating students with these materials. Alzamil (2021) stated that students had positive attitudes towards the importance of speaking English and online learning during the COVID-19 pandemic. However, they did not believe that it could replace face-to-face learning.

Sello and Manamela (2022) suggested using Massive Open Online Courses (MOOCs) that encapsulate the blended method of pedagogy and Open Distance Learning (ODL) in teaching and learning to make it more effective.

For a postgraduate project management module, Tan et al. (2022) compared the learning outcome of students' learning face-to-face to the learning outcome of students learning through online activities and the suitability of Microsoft Teams as a learning environment for collaborative learning. They pointed out that technology-enhanced learning and Microsoft Teams can support active and online collaborative learning in higher education.

Albaqami and Alzahrani (2022) revealed that instructors have positive attitudes and a good knowledge of using online tools in teaching the English language; however, they complained about the distress that they suffered due to the obligation to acquire new digital skills within a very short period in which they were not adequately prepared.

Truong and Murray (2019) stated that technology helped teachers start and continue teaching their courses, and it affected teachers' motivation. However, teachers faced the problem of establishing collaborative learning in online environments.

Alolaywi (2021) pointed out that instructors are unsatisfied, and e-teaching cannot easily replace traditional education.

Mona et al. (2021) pointed out that teachers face many challenges in online teaching, such as difficulty in reflecting desired learning outcomes due to cheating between the students; also, online teaching adds multiple tasks for instructors.

Heba et al. (2023) discussed the advantages of an e-learning environment and artificial intelligence in teaching. They stated that an e-learning environment in an artificial intelligence base helped develop English language skills in general and speaking skills specifically.

Mona and Ehab (2022) stated that simulation could help students positively develop speaking skills starting with pronunciation, intonation, and body language.

Garcia and Sanchez (2015) reveal that there are different situational factors such as face-to-face interaction, pair grouping, and group work that affect students' motivation and learning of speaking skills; they also encourage better oral communication of the English language.

Al Mahmud (2022) stated that online teaching through Blackboard Collaborate "BB" helped students to improve their learning style to a student-centered approach. The study also shed light on the benefits Saudi women gained from learning through BB such as overcoming cultural barriers.

Sheerah and Yadav (2022) stated that the flipped classroom approach helped students to be more confident, competent, and fluent in speaking classes.

Santhanasamy and Yunus (2022) pointed out how the flipped learning approach helps develop students in self-regulated learning, interaction, motivation, and achievement, which is apparent in pupils' speaking skills.

Koyak and Üstünel (2020) pointed out that recorded motivational videos enhance speaking, enrich students' vocabulary, develop pronunciation, and increase students' motivation inside the classroom.

Yesil çınar (2019) revealed that flipped learning enhances students' motivation concerning speaking skills.

Toleuzhan et al. (2023) stated that using YouTube videos has a positive impact on students learning of English-speaking skills, confidence, and motivation, especially in English films, songs, and vlogs.

Ali et al. (2019) showed no difference between male and female perceptions of learning to speak English; however, female students' perception of English learning is more optimistic. They pointed out that lack of environment, interest, and motivation are the most critical factors that affect students' speaking skills.

Finally, Alrasheedi (2020) pointed out factors that affected EFL learners speaking skills negatively, such as shyness, peer pressure, anxiety, vocabulary, fear of making mistakes, and less exposure to the target language.

IV. RESEARCH METHODOLOGY

A. Data Collection

Researchers used the systematic descriptive analytical approach to find out the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus in the academic year 2023.

B. Participants

The population of this study was made up of instructors from the English Department of College of Science & Arts Muhayil. This study took place in the third semester of the academic year 2023.

C. Instrument of the Study

The researchers used a questionnaire to find the pros and cons of online teaching of English language speaking skills from the points of view of EFL teachers at KKU's Tehama Campus.

D. Reliability and Validity of the Teacher's Questionnaire

To find the reliability and validity of the teacher's questionnaire, the researchers used the statistical equations Cronbach's Alpha, Spearman and Brown, and a One-Sample Test. Table 1 below presents the results.

TABLE 1
RELIABILITY AND VALIDITY OF THE QUESTIONNAIRE

	Cronbach's Alpha	Spearman and Brown
Reliable	0.641	0.665
Validity = √Reliable	0.80	0.815

From the table above, the Validity =√Reliable results are at 0.80 for Cronbach's Alpha and .815 for Spearman and Brown, both of which reflect the high validity and reliability of the questionnaire to be used for collecting the data.

V. STATISTICAL AND ANALYTICAL RESULTS

The thirty questions of the questionnaire are used to discover the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at KKU, Tehama Campus. Please see Appendix 1. Results analysis of the questionnaire answers to questions 1-15 are in Table 2 below.

TABLE 2
RESULTS ANALYSIS OF THE QUESTIONNAIRE QUESTIONS 1-15

No	Question	Mean	Std. Deviation	t	df	Sig	reality of 0.05	Value
1	In online classes, teachers can hold group discussions to give students a chance to speak.	2.58	.712	9.548	39	.000	significance	agree
2	In online classes, teachers speak all the time in class and students listen.	1.6000	.84124	.752	39	.457	insignificance	uncertain
3	In online classes, teachers must sometimes check students' mistakes.	2.7250	.55412	13.982	39	.000	significance	agree
4	In online classes, teachers have trust in the students' performance	2.1250	.82236	4.807	39	.000	significance	uncertain
5	Teachers find online classes too time-consuming to teach speaking.	2.0500	.87560	3.973	39	.000	significance	uncertain
6	In online classes, teachers give students time to have discussions.	2.5750	.74722	9.099	39	.000	significance	agree
7	In online classes, teachers use questions to encourage students to speak.	2.8750	.40430	21.509	39	.000	significance	agree
8	In online classes, teachers are not able to give students roles to play games that develop speaking.	2.4250	.78078	7.493	39	.000	significance	agree
9	In online classes, teachers give students imitation (simulation) roles to play.	2.5250	.64001	10.129	39	.000	significance	agree
10	In online classes, teachers give students pair work activities.	2.4000	.81019	7.026	39	.000	significance	agree
11	In online classes, teachers ask students to memorize and act out conversations.	2.3000	.82275	6.150	39	.000	significance	agree
12	In online classes, teachers use card games to help students speak.	2.0500	.81492	4.268	39	.000	significance	uncertain
13	In online classes, teachers cannot control the accuracy and fluency of the students.	2.0750	.97106	3.745	39	.001	significance	uncertain
14	Teachers' feedback on students' speaking tasks in online classes is direct and effective.	2.5000	.78446	8.062	39	.000	significance	agree
15	In online classes, students are motivated to improve their speaking skills.	2.5500	.78283	8.483	39	.000	significance	agree

According to the analysis of statement No.1 in Table 2, results reveal that the statement is significant as the (t) value equals 9.548 with a degree of freedom at 39 and a probability value agreement at .000. This means that, according to

teachers, the statement "In the online class, teachers can hold group discussions to give students a chance to speak" has a validity of 0.05.

According to the analysis of statement No.2 in Table 2, results reveal that the statement result is insignificant as the (t) value equals .752 with the degree of freedom at 39 and a probability value agreement of .457. This means, according to instructors' responses, the statement "Teachers speak all the time in a class and students listen" has a validity of 0.05. As a result, this statement will be the opposite as it is insignificant.

According to the analysis of statement No.3 in Table 2, results reveal that the statement is significant as the (t) value is 13.982 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online classes, teachers must sometimes check students' mistakes" has a validity of 0.05.

According to the analysis of statement No.4 in Table 2, results reveal that the statement is significant as the (t) value is 4.807 with a degree of freedom at 39 and a probability value agreement of .000 with an unclear agreement, This means, according to instructors, the statement "In an online class, teachers have no clear trust in the student performance." has a validity of 0.05.

According to the analysis of statement No.5 in Table 2, results reveal that the statement result is significant but unclear as the (t) value is 3.973 with a degree of freedom at 39 and a probability value agreement of .000 with an unclear agreement. This means, according to instructors, the statement "Teachers find online classes too time-consuming to teach speaking" has a validity of 0.05.

According to the analysis of statement No.6 in Table 2, results reveal that the statement is significant as the (t) value is 9.099 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers can hold group discussions to give students a chance to speak" has a validity of 0.05.

According to the analysis of statement No.7 in Table 2, results reveal that the statement is significant as the (t) value is 21.509 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online classes, teachers use questions to encourage students to speak" has a validity of 0.05.

According to the analysis of statement No.8 in Table 2, results reveal that the statement is significant as the (t) value is 7.493 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers are not able to give students roles to play games that develop speaking skills" has a validity of 0.05.

According to the analysis of statement No.9 in Table 2, results reveal that the statement is significant as the (t) value is 10.129 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers give students imitation (simulation) roles to play" has a validity of 0.05.

According to the analysis of statement No.10 in Table 2, results reveal that the statement is significant as the (t) value is 7.026 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers give students pair work activities." has a validity of 0.05.

According to the analysis of statement No.11 in Table 3, results reveal that the statement is significant as the (t) value is 6.150 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, teachers ask students to memorize and act out conversations" has a validity of 0.05.

According to the analysis of statement No.12 in Table 3, results reveal that the statement result is significant as the (t) value is 4.268 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In online classes, teachers' opinions are different about using playing cards to help students speak" has a validity of 0.05.

According to the analysis of statement No.13 in Table 3, results reveal that the statement result is significant as the (t) value is 3.745 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to teachers, that the statement "In online classes, teachers have different opinions about controlling the accuracy and fluency of the student" online class teachers have no evident trust in the student performance. This statement has a validity of 0.05.

According to the analysis of statement No.14 in Table 3, results reveal that the statement is significant as the (t) value is 8.062 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online classes, teachers' feedback on students' speaking task is direct and effective" has a validity of 0.05.

According to the analysis of statement No.15 in Table 3, results reveal that the statement is significant as the (t) value is 8.483 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, students are motivated to improve their speaking skills." has a validity of 0.05.

Results analysis of the questionnaire answers to questions 16-30 are in Table 3 below.

TABLE 3
RESULTS ANALYSIS OF THE QUESTIONNAIRE QUESTIONS 16-30

No	Question	Mean	Std. Deviation	t	df	Sig	reality of 0.05	Value
16	In online classes, students feel bored and unmotivated.	1.8250	.84391	2.436	39	.020	significance	uncertain
17	In online classes, students are unmotivated to improve their speaking skills.	1.9000	.92819	2.726	39	.010	significance	uncertain
18	In online classes, students always feel comfortable speaking up in front of the class virtually.	2.1250	.91111	4.338	39	.000	significance	uncertain
19	In online classes, there is a lack of facial expressions and suprasegmentals.	2.7000	.72324	10.494	39	.000	significance	agree
20	In online classes, students feel embarrassed to participate.	1.6000	.87119	.726	39	.472	insignificance	uncertain
21	In online classes, students are encouraged to participate without being embarrassed.	2.8250	.54948	15.251	39	.000	significance	agree
22	In online classes, students' comfort of studying from home helps them to join in speaking.	2.6000	.74421	9.348	39	.000	significance	agree
23	In online classes, students are engaged in group work activities such as presentations.	2.3250	.79703	6.547	39	.000	significance	agree
24	In online classes, students prefer presentations to overcome speaking difficulties.	2.5250	.71567	9.058	39	.000	significance	agree
25	Some speaking activities' "description" cannot be effectively conducted in online classes.	2.5250	.71567	9.058	39	.000	significance	agree
26	In online classes, technical problems waste time.	2.5000	.78446	8.062	39	.000	significance	agree
27	An online classroom is a perfect environment for developing practical speaking abilities.	2.1750	.90263	4.730	39	.000	significance	uncertain
28	In online classes, a low level of anxiety affects students' fluency.	2.6000	.70892	9.814	39	.000	significance	agree
29	Using technology in online classes helps students to deliver speaking tasks in a better way.	2.6250	.70484	10.095	39	.000	significance	agree
30	In online classes, videotaping teachers' speaking tasks helps to improve students speaking quality.	2.7000	.64847	11.704	39	.000	significance	agree

According to the analysis of statement No.16 in Table 3, results reveal that the statement result is significant as the (t) value is 2.436 with a degree of freedom at 39 and a probability value agreement of .000 which presents unclear agreement, This means, according to instructors, the statement "In online classes, students feel bored and unmotivated" has a validity of 0.05.

According to the analysis of statement No.17 in Table 3, results reveal that the statement result is significant as the (t) value is 2.726 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In an online class, teachers are not sure if students are unmotivated to join speaking skills or not" has a validity of 0.05.

According to the analysis of statement No.18 in Table 3, results reveal that the statement result is significant as the (t) value is 4.338 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In online classes, teachers are not sure about students feeling of comfort about speaking up in front of the class virtually" has a validity of 0.05.

According to the analysis of statement No.19 in Table 3, results reveal that the statement is significant as the (t) value is 10.494 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In an online class, there is lack of facial expressions and suprasegmentals" has a validity of 0.05.

According to the analysis of statement No.20 in Table 3, results reveal that the statement result is significant as the (t) value is .726 with a degree of freedom at 39 and a probability value of .000 with unclear agreement. This means, according to instructors, the statement "In online classes, students feel embarrassed to participate" has a validity of 0.05.

According to the analysis of statement No.21 in Table 3, results reveal that the statement is significant as the (t) value is 15.251 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, students are encouraged to participate without being embarrassed" has a validity of 0.05.

According to the analysis of statement No.22 in Table 3, results reveal that the statement is significant as the (t) value is 9.348 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, students' comfort of studying from home helps to join speaking." has a validity of 0.05.

According to the analysis of statement No.23 in Table 3, results reveal that the statement is significant as the (t) value is 6.547 with a degree of freedom at 39 and a probability value agreement of .000. This means, according to instructors, the statement "In online class, students are engaged in group work activities such as presentation." has a validity of 0.05.

According to the analysis of statement No.24 in Table 3, results reveal that the statement is significant as the (t) value is 9.058 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, students prefer presentation to overcome speaking difficulties" cannot be effectively conducted" has a validity of 0.05.

According to the analysis of statement No.25 in Table 3, results reveal that the statement is significant as the (t) value is 9.058 with a degree of freedom at 39 and a probability value of .000 agreement. This means, according to instructors, the statement "In an online class, some speaking activities 'description' cannot be effectively conducted" has a validity of 0.05.

According to the analysis of statement No.26 in Table 3, results reveal that the statement is significant as the (t) value is (8.062) with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "In an online class, technical problems waste time." has a validity of 0.05.

According to the analysis of statement No.27 in Table 3, results reveal that the statement is significant as the (t) value is 4.730 with a degree of freedom at 39 and a probability value of .000) with the unclear agreement. This means, according to instructors, the statement "Teachers' opinions differ about the online classroom as a perfect environment for developing practical speaking abilities" has a validity of 0.05.

According to the analysis of statement No.28 in Table 3, results reveal that the statement is significant as the (t) value is 9.814 with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "In an online class, low level of anxiety affects students' fluency" has a validity of 0.05.

According to the analysis of statement No.29 in Table 3, results reveal that the statement is significant as the (t) value is 10.095 with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "Using technology in online classes, helps students to deliver speaking task in a better way" has a validity of 0.05.

According to the analysis of statement No.30 in Table 3, results reveal that the statement is significant as the (t) value is 11.704 with a degree of freedom at 39 and a probability value of .000. This means, according to instructors, the statement "In online classes, videotaping of teachers speaking tasks helps to improve students speaking quality" has a validity of 0.05.

VI. GENERAL SUMMARY OF THE QUESTIONNAIRE RESULTS

In online classes:

1. Teachers can hold group discussions to give students a chance to speak.
2. Teachers don't speak all the time in a class while the students listen
3. Teachers sometimes must check students' mistakes.
4. Teachers have no clear trust in their student's performance.
5. Teachers do not agree about how time-consuming it is to teach speaking online.
6. Teachers give students time to have discussions.
7. Teachers use questions to encourage students to speak.
8. Teachers cannot give students roles to play games that develop speaking.
9. Teachers give students imitation (simulation) roles to play.
10. Teachers give students pair work activities.
11. Teachers ask students to memorize and act in conversation.
12. Teachers' opinions are different about using playing card games to help students learn to speak.
13. Teachers have different opinions about controlling the accuracy and fluency of the students.
14. Teachers' feedback on students' speaking tasks is direct and effective.
15. Students can be motivated to improve their speaking skills.
16. Teachers are not sure about students' feelings, boredom, or demotivation.
17. Teachers are still determining if students are motivated to improve their speaking skill
18. Teachers are not sure about students' feelings of comfort about speaking up virtually in front of the class.
19. There is a lack of facial expression and suprasegmental.
20. Teachers are not sure about students' embarrassment in participating.
21. Students are encouraged to participate without being embarrassed.
22. Students' comfort of studying from home helps to join speaking.
23. Students are engaged in group work activities such as presentations.
24. Students prefer presentations to overcome speaking difficulties.
25. Some descriptions of speaking activities cannot be effectively conducted.
26. Online technical problems waste time.
27. Teachers' opinions differ about the suitability of online classrooms for developing practical speaking abilities.
28. A low level of anxiety affects students' fluency.
29. Teachers believe that using technology in online classes helps students deliver speaking tasks better and improves their speaking quality.
30. Videotaping teachers' speaking tasks helps to improve students' speaking quality.

VII. RESULTS AND DISCUSSION

According to the results of instructors' responses to statements one through ten, instructors agree that they can hold group discussions and give students enough chances and time to speak. They can check students' mistakes and motivate them to speak by asking questions and performing simulating and pair-work activities. However, instructors' trust in students' performance is different; some instructors think online teaching is time-consuming, while others do not. These results agree with Indarto et al. (2022) whose findings showed how Internet connection and teachers' competence in online implementation affect communication when using online learning.

According to instructors' responses to statements 11 through 20, results show that they cannot use games and cards in online teaching. However, teachers agreed that they could give immediate, direct feedback about students' speaking tasks, which is effective. Teachers are not sure about students' motivation to join speaking activities or students' feelings of comfort about speaking up in front of the class virtually. They are also unsure of students' embarrassment, boredom, or lack of motivation when they participate in speaking exercises as they lack facial expressions and suprasegmentals because students are reluctant to open the camera. These results agree with Ramadhani et al. (2021) who showed that an online learning environment cannot replace the role of lecturers and teachers in traditional classrooms. Moreover, it agrees with Negoescu et al. (2021) and Truong and Murray (2019) who shed light on the importance of face-to-face connections to develop speaking skills such as indirect contact with the students, body language, and collaborative learning. The results also agree with Alolaywi (2021) who showed that educators are not satisfied with e-teaching, which cannot easily replace traditional education. Also, Mona et al. (2021) pointed out face-to-face connection as one of the challenges teachers face in online teaching. Additionally, there are the results of Garcia and Sanchez (2015) which pointed out the different situational factors that affect speaking skills when teaching online.

According to the results of instructors' responses to statements 21 through 30, instructors' result for statement 22 show that, in an online class, students are encouraged to participate without embarrassment, and they also feel comfortable studying from home. This is in line with Gupta and Chopra (2022). Online learning saves students' energy spent on traveling, despite the students' isolation from teachers.

Teachers' result responses also show that students prefer presentations when it comes to speaking activities as they use notes and PowerPoint presentations to ease their tasks and help students overcome difficulties; however, some speaking activities' descriptions cannot be effectively conducted. These results agree with the findings of Irene Maria (2021), Alzamil (2021), Selelo and Manamela (2022), and Irene Maria (2021) who all agreed with the positive impact that online learning has on students.

Teachers' responses show different opinions about online classrooms being a perfect environment for developing practical speaking abilities and think that technical problems associated with online teaching waste time. However, online classes decrease students' anxiety and affect fluency because using technology in online classes, helps students deliver speaking tasks better; This is in agreement with Tan et al. (2022), Albaqami and Alzahrani (2022), and Truong and Murray (2019) who showed how online tools have a positive effect on students' motivation and agrees with statement 15.

Also, teachers agree that videotaping teachers' speaking tasks in online classes helps improve students' speaking quality. This result agrees with Heba et al. (2023) who discussed the advantages of an e-learning environment and artificial intelligence in teaching. Moreover, Mona and Ehab (2022) stated the positive effects of improving students' speaking skills such as pronunciation, intonation, and body language.

Educators should take advantage of tools they can use in online teaching. Researchers found that, according to the results of statements 28-30, the advantages of online teaching agree with Al Mahmud (2022) findings which presented how BB helped improve students' learning style when it was changed to a student-centered approach. Sheerah and The findings of Yadav (2022) and Santhanasamy and Yunus (2022) showed how the flipped classroom approach helped students to be more confident and competent in self-regulated learning, interaction, motivation, and achievement and are also supported by Yesil çinar (2019) study.

Also, Koyak and Üstünel (2020) pointed out the effect of recorded motivational videos on enhancing speaking, enriching students' vocabulary, and developing pronunciation. This is also in line with the findings of Toleuzhan et al. (2023) who stated the positive impact of YouTube videos especially English films, songs and vlogs, on students learning of English-speaking skills, confidence and motivation.

Let us take the results of Alrasheedi's (2020) study, which illustrates factors that negatively affect EFL learners' speaking skills. We can find that online teaching can overcome this negativity according to the results of statements 21 and 28.

Finally, in accordance with the findings of Ali et al. (2019), we can apply findings to both genders, female and male.

VIII. CONCLUSION

In conclusion, this study's results on the teaching of English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus present many pros and cons.

Starting with the pros, instructors believe that teaching English speaking skills online helps develop students' motivation, confidence, pronunciation, and competence. Likewise, it also enriches their vocabulary, saves them the time

and energy they take to commute to physical classrooms, and helps them overcome many problems including shyness, peer pressure, anxiety, fear of making mistakes, and forgetting vocabulary.

Though there are fewer cons compared to the pros of teaching English language speaking skills online, they include the fact that some activities cannot be applied online. Moreover, there is less exposure to the target language through online teaching along with a lack of being able to recognize facial expressions, body language, and suprasegmentals because some students do not turn their cameras on for various reasons.

IX. RECOMMENDATION

Online teaching of English language speaking skills has a potentially positive effect if its cons are solved, such as compelling students and teachers open cameras during the class to make sure students are paying attention during the class and to follow students' body language, applying communicative activities, and making use of recorded lectures to reinforce students learning by designing activities that depend on lecture- recording.

APPENDIX. QUESTIONNAIRE

This questionnaire is designed to investigate the pros and cons of teaching English language speaking skills online from the points of view of EFL teachers at King Khalid University's (KKU's) Tehama Campus.

Name: _____ (optional)

Dear Instructor,

As part of a research project on online teaching of English speaking skills, we would be grateful if you would kindly complete this questionnaire about the pros and cons of teaching speaking skills online with statements suggested by scholars in this field. Please, respond to the following statements by marking "Agree", "Uncertain", or "Disagree".

No	Question	Agree	Uncertain	Disagree
1	In online classes, teachers can hold group discussions to give students a chance to speak.			
2	In online classes, teachers speak all the time in class and students listen.			
3	In online classes, teachers must sometimes check students' mistakes.			
4	In online classes, teachers have trust in the students' performance			
5	Teachers find online classes too time-consuming to teach speaking.			
6	In online classes, teachers give students time to have discussions.			
7	In online classes, teachers use questions to encourage students to speak.			
8	In online classes, teachers are not able to give students roles to play games that develop speaking.			
9	In online classes, teachers give students imitation (simulation) roles to play.			
10	In online classes, teachers give students pair work activities.			
11	In online classes, teachers ask students to memorize and act out conversations.			
12	In online classes, teachers use card games to help students speak.			
13	In online classes, teachers cannot control the accuracy and fluency of the students.			
14	Teachers' feedback on students' speaking tasks in online classes is direct and effective.			
15	In online classes, students are motivated to improve their speaking skills.			
16	In online classes, students feel bored and unmotivated.			
17	In online classes, students are unmotivated to improve their speaking skills.			
18	In online classes, students always feel comfortable speaking up in front of the class virtually.			
19	In online classes, there is a lack of facial expressions and suprasegmentals.			
20	In online classes, students feel embarrassed to participate.			
21	In online classes, students are encouraged to participate without being embarrassed.			
22	In online classes, students' comfort of studying from home helps them to join in speaking.			
23	In online classes, students are engaged in group work activities such as presentations.			
24	In online classes, students prefer presentations to overcome speaking difficulties.			
25	Some speaking activities' "description" cannot be effectively conducted in online classes.			
26	In online classes, technical problems waste time.			
27	An online classroom is a perfect environment for developing practical speaking abilities.			
28	In online classes, a low level of anxiety affects students' fluency.			
29	Using technology in online classes helps students to deliver speaking tasks in a better way.			
30	In online classes, videotaping teachers' speaking tasks helps to improve students speaking quality.			

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